DOCUMENT RESUME

ED 244 065 CE 038 877

AUTHOR Davis, Frank W., Jr.; LeMay, Stephen
TITLE Implementing Driver Selection and Training for Human Service Agencies: Administrator's Guidelines. Final Report.
INSTITUTION Tennessee Univ., Knoxville.
SPONS AGENCY Department of Transportation, Washington, D.C.; Office of Human Development Services (DHHS), Washington, D.C.
REPORT NO DOT-I-83-18
PUB DATE May 80
NOTE 72p.; Reprinted by the Technology Sharing Program, Office of the Secretary of Transportation. For related documents, see CE 038 840-841.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrator Guides; Case Studies; Delivery Systems; *Driver Education; Evaluation Criteria; Evaluation Methods; Guidelines; *Human Services; Job Skills; *Job Training; Motivation; Older Adults; *Personnel Evaluation; *Personnel Selection; Postsecondary Education; Program Descriptions; Program Design; Program Development; Program Implementation; *Public Agencies; State Programs
IDENTIFIERS *Drivers

ABSTRACT

This guide is designed to assist administrators of human service agencies in developing and implementing driver selection and training programs. Examined in the first half of the guide are the following aspects of designing a transportation training delivery system: understanding the training mission, identifying the program target group, training drivers to work with agency clients, identifying potential training delivery organizations, and determining factors that motivate training delivery. The second half of the guide consists of descriptions of selected training programs in 18 states: Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Florida, Georgia, Illinois, Kansas, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, Ohio, Texas, and Washington. Each of these program descriptions contains some or all of the following elements: the name and address of a program contact person, the mandate for the program, an outline of the training system used in the program, a statement concerning the impact and impetus of the program, a discussion of any problems that the program might have, information concerning costs and funding, a statement concerning the role of the federal government in the program, and a summary of the views of program staff concerning organization and coordination of similar programs. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED244065

CE

Implementing Driver Selection and Training for Human Service Agencies: Administrator's Guidelines

Final Report
May 1980

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CE 038 877

Reprinted by:

U.S. Department of Transportation

Sponsored by:

U.S. Department of Health and Human Services

On the cover, passengers board one of the vehicles of the Southeast Missouri Transportation Service (SMTS), a public system headquartered in Fredericktown, Missouri. This photo was provided courtesy of Robert Oberman of SMTS.

Implementing Driver Selection and Training for Human Service Agencies: Administrator's Guidelines

Final Report
May 1980

Prepared by
Frank W. Davis, Jr. and Stephen LeMay
Department of Marketing and Transportation
The University of Tennessee
Knoxville, Tennessee 37996

Prepared for
Office of Human Development Services
U.S. Department of Health and Human Services
Washington, D.C. 20201

Reprinted by
Technology Sharing Program
Office of the Secretary of Transportation
Washington, D.C. 20590

DOT-I-83-18

NOTE

This technical report was originally developed for the U. S. Department of Health and Human Services under contract, and is distributed by the U. S. Department of Transportation in cooperation with that agency. The opinions expressed are those of the contractor, and do not necessarily represent the views, opinions or policy of the U. S. Department of Transportation or the U. S. Department of Health and Human Services.

This document is distributed in the interest of information exchange. The United States Government assumes no liability for its contents or the use thereof.

TABLE OF CONTENTS

INTRODUCTION..... i

Chapter I

DESIGNING A TRANSPORTATION TRAINING DELIVERY SYSTEM..... 1

Requirements for and Effective Training Program..... 1
Understanding the Training Mission..... 2
To Increase the Use of Existing Transportation Networks..... 2
To Minimize the Need to Provide Transportation..... 2
To Increase Passenger Safety..... 3
To Increase Vehicle Life of Agency-Provided Vehicles..... 3
To Increase Employee Safety..... 3
To Maximize theAvailability of Volunteers and Contractors..... 3
To Screen Trainees to Determine their Suitability as Drivers..... 4
To Avoid Public Criticism..... 4
Identifying the Target Group That Must Be Trained to Accomplish the Mission..... 4
Elderly and Handicapped Passengers..... 5
Existing Transportation Network Employees..... 5
Public Agencies' Drivers..... 5
Private Non-Profit Groups..... 5
Extended Helping Networks..... 5
Identifying the Specific Skill Required of the Target Training Group..... 6
Mainstreaming Skills..... 6
Basic Driving Skills..... 6
Emergency Training..... 6
Passenger Management..... 7
Vehicle Care..... 8
Policy..... 8
Special Courses..... 8
Identifying Potential Training Delivery Organizations..... 9
Existing Educational Institutions..... 9
Special Interest Groups..... 9
In-House Trainers..... 10
Moonlighters..... 11
Special Service Groups..... 11
Professional Training Groups..... 12
Identifying Factors Which Motivate Training Delivery..... 12
Funding of Training..... 12
Make Class Available..... 12
Mandate..... 13
Prerequisites..... 13
The Liability Approach..... 13
The Insurance Approach..... 14

The Professionalism or Status Approach..... 14
The Pivotal Individual Approach..... 14
Developing the Delivery Approach..... 15
Dissemination Method..... 15
Teaching Methods..... 16
Scheduling..... 16
Control over Course..... 18
Class Size..... 19
Developing a Training Coordination Approach..... 19
Development and Dissemination of Films/Audiovisual and Programmed Tests..... 20
Development and Dissemination of Course Outlines..... 20
Conduct Programs to Teach Trainers the Material and Teach the Trainer How to Teach the Material..... 20
Conduct Actual Classes for the Trainees..... 21
Contract for an Organization to Teach the Program..... 21
Contract for Total Training Delivery..... 21
Set Up Classes and Notify Organizations..... 21
Developing an Effective Evaluation Procedure..... 21
What Do You Evaluate..... 22
When Do You Evaluate..... 22
Training Planning Sheet..... 23
Summary..... 24

Chapter 2

SELECTED STATE TRAINING PROGRAMS..... 26

Alabama..... 27
Arizona..... 29
Arkansas..... 30
California..... 32
Colorado..... 34
Connecticut - School Bus..... 36
Florida - School Bus..... 37
Florida - Human Service..... 38
Georgia..... 40
Illinois..... 41
Kansas..... 43
Louisiana..... 45
Massachusetts..... 47
Michigan..... 49
Mississippi..... 51
Missouri..... 53
Ohio..... 55
Texas..... 57
Washington..... 59

INTRODUCTION

Human Service agencies have a legislative mandate to provide a variety of services to program beneficiaries with special needs. These services range from foster or day care to medical care to education and nutrition. The provision of transportation, on the other hand, is the statutory responsibility of the Department of Transportation.

Human Service agencies often, however, become involved with transportation because their program beneficiaries cannot gain access to the social services without transportation. In fact, agencies often find that the major constraint to innovative new delivery systems for social services is the availability of transportation. For example, efforts toward de-institutionalization, use of natural helpers or community caretakers, use of alcoholic outpatient programs, foster grandparents program, or the purchase of care programs are often primarily limited by the availability of transportation for either the worker or the client. Therefore, it is necessary that Human Service agencies insure that transportation is available so the primary mission of the agency can be accomplished.

Typically, Human Service agencies become involved with transportation in three ways. First, the agencies serve as a liaison with the Department of Transportation to express the needs of their program beneficiaries to help make the Department of Transportation programs more responsive. Second, the agencies coordinate activities with private, nonprofit agencies and the extended helping networks of family, friends, and neighbors to make maximum use of these transportation resources. As a last resort, the agency provides essential transportation services to program beneficiaries when there is no other option available. By using this approach, the Human Service agencies have been able to keep the cost of transportation services to a small percent of program expenditures.

With the current cutbacks in Federal funding for many programs, however, the Human Service agency managers are going to have to become even more innovative in their solutions to transportation problems. First, the Department of Transportation programs will not have as much money available to provide special services and second, there will probably be less money available for Human Service agencies to obtain vehicles and operate transportation programs.

This document is designed to help agencies obtain greater productivity for their transportation dollar through the coordination of transportation training programs. First, it is designed to show how training can be used to create additional transportation resources, and second, it is designed to use training to reduce accidents and insure safety for both client and provider. It is also designed to help agencies make maximum use of low-cost, locally available resources to accomplish the training. States will want to use it to set up coordination programs which will facilitate these efforts.

The material that is actually taught is described in the companion document "Driver Selection and Training for Human Service Agencies."

This document consist of two chapters:

- Chapter 1 which describes the principles behind the design and coordination of training programs.

- Chapter 2 simply describes some of the approaches that a sample of states were using as of September 1981. These examples are not meant to be viewed as models for organizing state programs, but only as case studies to show the range of options available.

CHAPTER I

DESIGNING A TRANSPORTATION TRAINING DELIVERY SYSTEM

Training, like the American flag and motherhood, is usually viewed as a universal good. Unfortunately, this makes it easy to promote the development and dissemination of training materials without determining the purpose of the training or the effectiveness of the training.

This lack of direction can easily convince cost-conscious managers that training is not cost-effective. Therefore, this project was designed to examine transportation driver (and user) training programs to determine the resources available, the best way of organizing to deliver the program, and ways of identifying the training that is needed. Research in this report is heavily based on the comments and recommendations of over 60 individuals who are responsible for state school bus training programs, state 16(B)2 programs, state section 18 programs, and state Human Services programs.

Requirements for an Effective Training Program

An effective training program requires eight (8) essential elements. These essential elements can be likened to a bridge. If any one of the elements is missing, the training program does not meet its objectives. The strength of the training program is limited to the strength of the weakest of the eight elements. These eight elements are:

1) Understanding the training mission.
2) Identifying the target groups that must be trained to accomplish the mission.
3) Identifying the specific skills required of the target training group.

4) Identifying the availability of existing and potential training delivery organizations.
5) Identifying those factors which motivate the training to be delivered.
6) Developing the right delivery approach.
7) Developing a training coordination approach.
8) Developing an effective evaluation procedure.

Each of these essential elements can be accomplished in many ways. This chapter will explain each of these elements and explain how they can be approached by various states.

I. Understanding the Training Mission

Before an effective training program can be developed it is important to understand the specific purpose or mission of the training. In the case of human service transportation training programs, there are 8 commonly suggested missions for training.

1. To Increase the Use of Existing Transportation Networks: Many of the Human Services Agencies suggest a strong desire that clients, as a first choice, use existing transportation networks such as transit, taxies, airlines, and intercity buses. This mainstream approach requires two major thrusts to mainstreaming training:

   a) train the individual program beneficiary to use existing transportation service networks; and

   b) train drivers of the existing transportation networks to provide assistance that enables the program beneficiary to use the existing networks.

2. To Minimize the Need to Provide Transportation: Human Services agencies are transportation providers of "last resort." That is, the use of transportation provided (and funded) by other organizations is preferable to having it provided at public expense by the agency. Much of this transportation is currently provided by the extended helping networks of family, friends, and neighbors and the private nonprofit groups such as churches, the Easter Seals Society, the Multiple Sclerosis Society, the Lions Club, Fish, and (St.) Christopher's Cabs. To the degree that organizations are reluctant to provide transporation when drivers (or escorts) do not know how to assist passengers with special needs, training can be an effective means of motivating them to do more. Often, for example, a family member or neighbor

may be very willing to take a neighbor to medical care as long as the client is able to walk. Once the client can no longer walk the family member or neighbor may not know how to transfer the individual from the bed to the wheelchair or from the wheelchair to the car, so they may turn to publicly funded transportation. Training the family member or neighbor to make transfers may eliminate the need for the publicly funded transportation. Thus, a one-time $10 - $15/person training session may eliminate the need for a $10/week trip over an indefinite period.

3. To Increase Passenger Safety: The universal reason given for training drivers of publicly owned vehicles or contractors who provide transportation is improved passenger safety. In fact, many program managers expressed concern about the morality of using low-paid, untrained drivers to transport elderly and handicapped passengers who are not able to care for themselves. A second reason relating to the passenger safety is the potential for reducing claims and thus reduced insurance cost. Although this second reason (insurance cost) was widely felt to be of importance, the primary mission of driver training programs was the general safety of the passengers.

4. To Increase Vehicle Life Of Agency-Provided Vehicles: The State of Washington stressed that they had experienced a wide variation in the useful life that they could expect from 16(B)2 vehicles. This large variation in vehicle life was largely explained by the predriving inspection, preventive maintenance and other equipment-related practices of the driver and agency. Thus, it was felt that preventive maintenance training would substantially increase expected vehicle life. Also, many programs report that drivers tend to back into objects or accidentally pull into items with the side of vans until they become familiar with van handling characteristics and blind spots. Thus, a behind-the-wheel familiarization period to make the drivers conscious of the different steering characteristics and blind spots of vans can be more cost-effective than relying on post-collision awareness.

5. To Increase Employee Safety: Some of the programs which provide door-through-door services have been plagued with worker compensation claims from drivers who have injured their backs while transfering clients to and from wheelchairs or catching people as they fall. Training in lifting and transfering passengers without incurring back injury can be much less expensive than worker's compensation claims.

6. To Maximize the Availability of Volunteers and Contractors: Individuals are often reluctant to volunteer or contract to do something with which they are unfamiliar, such as transporting the elderly and handicapped. Often training can overcome this barrier and thus increase the number of volunteers and contractors willing to provide services for the agency.

7. To Screen Trainees to Determine Their Suitability as Drivers: One program found that the trainers had an opportunity to be closely involved with the driver trainees and to identify personal characteristics early in the training process which would create problems later when they drove. The trainers also were able to sense which individuals suited which programs, so that individuals could be correctly assigned to such programs as Head Start, aging, sheltered workshop, etc. Many of the school bus programs also used behind-the-wheel driving tests to determine if the applicant would make a good driver. Thus, training is actually a part of the screening and probationary process for selecting drivers.

8. To Avoid Public Criticism: Whenever an accident occurs, especially when it is serious and involves school children or other highly visible groups, there is invariably an investigation to determine the cause of the accident. The first two items that are investigated are the driver's qualifications and training and the condition of the vehicle. The investigation can be very embarrassing and generate significant public criticism unless the agency can identify the selection criteria as well as the training it gives its drivers.

Before a training program is developed, objectives should be defined so that the training program can be designed to accomplish the specific mission of the organization. The training program can be used as a strategic management tool to create new transportation options.

II. Identifying the Target Group That Must Be Trained to Accomplish the Mission

Once the training objectives have been identified, the program should decide who should be trained to accomplish the agency's mission. For example, if the objective is to mainstream the elderly and handicapped into existing transportation networks, then the two target groups are the passengers themselves and the driver of the existing transportation network. If reducing worker's compensation claims or avoiding public criticism is the concern, then employee drivers (those covered by worker's compensation coverage) must be trained. Five of the groups that must be considered are given below.

1. Elderly or Handicapped Passengers: In many cases traditional transportation networks are better at meeting mobility needs than many people realize. Often simply teaching clients the logic behind the route design, how to read maps and schedules, the taxi fare structure, where to pay their fares, where to wait for the bus, and other skills that may be very simple and easy to understand may be the key which enables them to use existing networks instead of calling upon human service agencies for transportation.

2. Existing Transportation Network Employees : Often an individual can use an existing service if the operator can provide certain minimal assistance. Many wheelchair users who can bear weight can be easily transfered into taxis if the drivers know how to make simple tranfers. Many of the visually impaired can use buses if the drivers will verbally call out their destination. Existing networks include transit operators, taxi operators, school bus operators, contractors who provide transportation to agencies or schools, airport limousines, as well as many others.

3. Public Agencies Drivers: Public agencies often purchase vehicles and provide their own transportation. The drivers who operate these vehicles include full-time employees, part-time employees and in some cases, volunteers. In addition, professional staff employees often provide transportation in their privately owned cars, as do volunteers. With many states beginning to cover all of these drivers (and escorts) under worker's compensation and liability coverage, each of these groups of drivers should be addressed in selecting the target audience for training.

4. Private Non-Profit Groups: The private non-profit groups, a major provider of elderly and handicapped transportation, can be grouped into several categories including:

    1) religious groups such as churches, Fish, and St. Christopher's Cabs
    2) special interest groups who use employee drivers and their own vehicles as well as volunteers. Special interest groups include the American Red Cross, The Easter Seals Society, The American Cancer Society and The Multiple Sclerosis Society.
    3) activity groups such as YMCA, YWCA, Boy Scouts, Girl Scouts, Boys and Girls Clubs, travel clubs, and square dance groups
    4) local civic associations and neighborhood groups such as senior citizen centers and ethnic groups
    5) benevolent groups such as the Lions, Circle K, and the Ruritans

5. Extended Helping Networks: Perhaps the most effective providers of transportation to any human service activity are family, friends, and neighbors. A survey of program beneficiaries for

any particular program will show the large numbers of program beneficiaries that depend upon this very important resource. Although the individual providing the transportation has a family or friendship tie to the program beneficiary, the need for training in special handling techniques may be very important for the preservation of this resource.

III. Identifying the Specific Skill Required of the Target Training Group

Once the agency decides upon its training mission and the group that it must train to accomplish this mission, it must then decide the individual skills that must be taught to the specific group to accomplish its mission. These skills can be divided into seven general categories.

1. Mainstreaming Skills: There are basically two types of skills that a person has to have to allow greater use of the existing network. First, the person needs to understand how to use the existing system. This includes learning schedules, fares, routes, and stop locations. Second, the individual needs to know how to communicate with others (vehicle drivers or bystanders) to request assistance when the individual needs help. In many cases people are willing to help (lead the blind, give directions, give information to the deaf) but they do not know how to unless the handicapped person can convey to them what to do.

2. Basic Driving Skills: Vehicle drivers need two basic types of skills. First, operating skills are especially important for the person who is driving a new type of vehicle for the first time, especially where the vehicle has handling characteristics that differ from the family car, as occurs with "driver forward" vans and buses. These skills could be made available through driver education courses, obstacle courses using serpentines and other configurations using plastic cones, or various behind-the-wheel programs where the new drivers operate the vehicle under the observation of an instructor.

   A second type of skill is taught in the accident avoidance courses. This teaches the driver to take responsibility in avoiding situations that might cause an accident. These courses are part of the standard school bus training package, the National Safety Council Defensive Driving Course, and the American Automobile Association accident avoidance course.

3. Emergency Training: Emergency training can be divided into two categories: medical emergencies and non-medical emergencies. The emergency medical training consists of courses such

as basic first aid, advanced first aid, and CPR. There are various levels of first aid courses ranging from eight (8) hour courses for basic first aid up to one hundred and three (103) hour courses required of ambulance crews.

The nonmedical emergency training consists of procedures to be followed at the time of an accident such as the placement of warning triangles, passing out "witness" cards, collecting driver license information and filling out accident reports. Another year of nonmedical emergency training emphasizes emergency evacuation procedures, should such procedures be necessary. The state of Arkansas places a major emphasis on evacuation of school buses. One of their school buses was caught in a flash flood soon after an evacuation drill. Had the older students not evacuated the vehicle and assisted the younger students in a textbook fashion, there would have almost certainly been many fatalities. Special training is necessary to decide whether to evacuate at all, and how to evacuate passengers in wheelchairs, those with emotional problems, or the very young.

4. Passenger Management: One of the primary differences between Human Service driver training and traditional common carrier (transit) driver training is in the area of passenger management. The common carrier training emphasizes that the person is able to take care of him/herself, so emphasis should be on courtesy, providing information, and general service marketing. The human service programs, on the other hand, focus on managing passengers who sometimes cannot take care of themselves.

For example, pupil management courses taught by school systems focus on a very positive leadership approach to maintain student discipline.

Similarly, elderly and handicapped management programs should focus on three (3) areas. First, empathy or sensitivity training consists of techniques which simulate for the student the way a person with various infirmities experiences his environment. For example, a pack containing 40# of lead shot is placed on the back of a young person to make him feel like a frail, elderly person. A blindfold simulates blindness. Various lenses can be used to simulate lack of visual acuity. Likewise students can experience opening doors or ascending a ramp while confined to a wheelchair to gain better understanding and sensitivity to special needs.

A second course teaches the student how to maneuver wheelchairs, transfer individuals from bed to chair to wheelchair, assist the individual in standing up, leading the visually impaired, and many other skills needed to physically assist a handicapped person. The course emphasizes how this assistance can be provided without injury to the person providing the assistance.

Ironically, many states exempt from civil liability any physician or any other person who in good faith renders emergency care or assistance without compensation at the place of an emergency or accident. This implies that a driver who is paid to provide transportation and who receives first aid training as part of his job would not be covered by the "Good-Samaritan" protection. Thus, first aid training is a sensitive issue with many transit drivers who have lobbied very hard through their union to be exempted from taking first aid courses. This concern also exists on the part of the public, for-hire common carriers, where the extreme care liability standard which applies to their activity may hold the transit driver who provides first aid to a higher standard of care than the professional paramedic or physician rendering the same service. For specifics on various state statutes see: "State Statutes On Emergency Medical Services," HEW Publication (HSM) 72-2017, May 1972.

A third type of training consists of crisis management techniques for passengers with emotional or psychiatric problems. These courses teach non-abusive methods of terminating activity such as biting, pulling hair, grabbing around the neck or attempting to take control of the vehicle when the driver is away assisting another passenger into his/her home. Other courses will almost certainly evolve as other groups demonstrate specific needs that the driver must learn to cope with.

5. Vehicle Care: Vehicle care training emphasizes a daily pre-and post-operations check procedure to identify problems that need immediate attention. This procedure generally established to avoid the circular problem that occurs when the driver feels that the vehicle always needs repair, but that the mechanic never does anything, and the mechanic (who does not drive the vehicle) complains that no one ever tells him that something is wrong. The second level of courses addresses preventive maintenance and is primarily for the individual who coordinates the maintenance on the fleet.

6. Policy: Most programs have a training session on basic organizational policy. These sessions address issues such as seat belt use by both drivers and passengers, how to handle passengers that are not ready or don't show, how to accept contributions, how to handle passengers that ask for money, and many other general issues.

7. Special Courses: Sometimes an agency will have special training in areas such as map reading, radio operations, and other areas that are of specific interest to their programs.

IV. Identifying Potential Training Delivery Organizations

Once the organization has determined the mission of its training program, the target group that must be reached to accomplish its mission and the skills that the target group needs to be taught to accomplish the mission, it should address its attention to selecting the delivery organization that can best reach the target group. There are basically six (6) different groups that can be used to deliver the training.

1. Existing Educational Institutions: One of these groups is the existing educational system including colleges and universities, junior or community colleges, vocational educational programs, or high schools. The advantage of these organizations is that they already have facilities and professional teachers. The disadvantage is that the primary goal of these organizations is not to provide one-day courses, and these courses do not fit into the mainstream of any department within the educational institution. Thus, they have a tendency to treat these sessions as a contract service whose effectiveness is primarily determined by the diligence of the project monitor of the funding organization, or as public service which receives a very low priority in relation to the primary teaching (and research) mission of the institution.

2. Special Interest Groups: Special interest groups usually form when a major illness or accident severely affects a close friend or family member of a very highly motivated individual. Depending upon the organizational abilities of the concerned individual, this concern may become a national organization, a regional benevolent organization, or remain a publicly concerned individual operating at the local level. Some that have become national organizations include The American Red Cross, The Easter Seals Society, Alcoholics Anonymous, American Allergy Association, American Behcet's Foundation, Guide Dog Users, and The American Lupus Society.[1] These individuals and organizations are extremely knowledgeable in their area of special interest and usually are ready, willing, and able to help anyone or any group that desires information in their area of interest. The cost is often minimal if any. Some excellent examples are The American Red Cross First Aid Courses, and the American Automobile Association's Accident Avoidance Courses. Also, in many areas, there is an individual who is a specialist in fitting or modifying artificial limbs who would be willing

---

1. For an excellent resource book which lists over 213 different associations, 4017 publications, 276 service organizations, see Art Ulene and Sandy Feldman, Help Yourself to Health, (New York: Perigee Books, 1980).

to make presentations on his/her area of specialty. The main disadvantage of the special interest individuals and groups is that their courses are usually directed to a particular infirmity or illness and are not designed to give the breadth that a transportation program which transports a wide range of clients would desire. These individuals can be very effectively used for short driver safety meetings or to train the extended helping networks (family, friends, and neighbors) who usually have a small number of individuals to transport regularly.

3. In-House Trainers: Many large organizations have in-house trainers who train their own employees. Typically, the training is required by law, by liability implications, labor agreement, by the insurer, or by the economics of trained vs. nontrained employees. Transit systems typically have a driver trainer and/or a safety officer, as do large cab companies. City school boards may also have a trainer or safety officer. Large truck or bus fleet operators often have someone to fill the same position. Large manufacturing firms typically have a first aid instructor and defensive driving instructor (if they have a motor pool). The state police and ambulance companies will often have someone responsible for training. Local police or sheriff's departments usually have someone who not only teaches pursuit driving for the officers, but may also instruct the driving improvement courses required in many states for drivers who accumulate too many "points" within a short period of time. State Department of Transportation or Human Service Agencies may have in-house trainers for a variety of courses.

The advantage of in-house trainers is that the agency has greater control over their availability, but the cost can be high since the salary and fringe benefits of the instructors must be incurred on a year-round basis. If the in-house trainers are also used for other purposes and do only part-time training, then there may be conflicts with their other job assignments that will reduce their availability. A disadvantage of in-house trainers is the tendency to use them on a one-to-one basis for new groups because they are available, rather than cooperating with other groups who also need to train one or two individuals. It is often less expensive to organize a larger class where trainees from various agencies can attend. Human Services Agencies that decide to send trainees to a class that is being taught by another agency should take care to insure that the class orientation is the one desired by the agency. For example, the human service agency may not be concerned about high speed pursuit driving offered by police departments or the transit orientation of only providing services between bus stops thus excluding passengers that must physically be assisted. Thus, the key questions to be considered in using in-house trainees is cost and the orientation of the course. Cost can be calculated as follows:

$$\text{Cost per trainee} = \frac{\text{Annual salary of trainer + fringe benefits of trainer + overhead + certification cost of training the instructor}}{\text{Number of people trained}}$$

Also, the agency must determine the degree to which the in-house training meets the specific mission of the agency. If the trainee gets the wrong orientation, it may be worse than no training at all.

4. Moonlighters: "Moonlighters" is a term used to describe individuals who either work as teachers or in the specific subject area that is to be taught or who are highly motivated individuals that have a special interest in the topic. Typical moonlighters include off-duty firemen and policemen, driver education teachers, vocational education or shop teachers who teach auto mechanics courses, ambulance crews (professional or volunteers), academics from local colleges or universities, or interested individuals. The State of Arkansas uses well-trained school bus drivers, assistant principals, or superintendents and pays the moonlighter $6.00 for each driver that attends the 8-hour classes. In many areas, these are teachers, nurses, medical technicians, or others that are in the process of raising their family and do not feel that they want a full-time job, but that desire to do part time training.

   The advantage of moonlighters is that a small amount of money can leverage a great deal of interest on the part of the moonlighter because it is viewed as extra or unbudgeted money they can use for things they want. Thus, if an agency has a continuing agreement to use the moonlighter periodically to teach sessions or on an "as needed" basis, it is often easy to get the instructor to prepare special courses for the specific target group the agency desires to train. The disadvantage of using moonlighters is that it is necessary to get someone to coordinate the organization of the various courses. Some agencies, however, utilize moonlighters to coordinate and manage a 40-80-hour training course that taught by other moonlighters. By using this approach, the agency only pays for the time that it actually uses to obtain a wide variety of talents. If it finds other individuals that it feels can do a better job, it is a simple matter to switch to a new moonlighter since the agency has no long term commitment to the moonlighter.

5. Special Service Groups: Each community has a number of special service groups such as hospitals, daycare centers, vocational rehabilitation programs, and psychiatric programs. In many cases, the staffs at these organizations can provide excellent resource people for transportation training. It should be remembered, however, that each of the groups has employees with different levels of expertise. For example, the medical staff at a hopsital may be world renowned for their surgery techniques or treatment of psychiatric illness, but know far

less than the orderlies on how to maneuver wheelchairs up and down stairs or how to cover a person's eyes or pinch their nose when an emotionally disturbed individual bites. Thus, the agency must make sure that when they solicit training from the organizations, they approach the correct functional levels to obtain the desired training for their target group.

6. Professional Training Groups: There are now a number of professional training programs available, including professional driving schools, and other groups that will provide training films, slide presentations, or behind-the-wheel training, for a fee. This is another resource that can be used on an "as needed" basis. If there is sufficient demand, the groups will develop specific courses for the target groups desired by the agency.

V. Identifying Factors Which Motivate Training Delivery

After defining the training mission, the target group to be trained, the skills that must be taught, and the availability of delivery organizations, the program must decide which motivators will most effectively insure that the training will occur. There are many potential motivators, any combination of which may be used. Eight are covered here.

1. Funding of Training: One of the first motivators that many individuals think of is Federal or state government funds especially earmarked for training. This has been done in many ways. Approximately 50% of the school districts in Virginia have received Section 406 training funds. Arkansas pays the instructor and the school district for every driver and mechanic that attends their annual training sessions. Other programs who used CETA drivers - either public service employees or disadvantaged youth - used CETA funds to conduct local training sessions. The funding may be available from any level or source of funds.

2. Make class available: A second motivator is very similar to funding in that the state (or other organization) will make the class available for the local agency. The State of Ohio has trained 4 of its Section 18-16(B)2 staff instructors who rotate around the state to offer the passenger assistance training. The State of Tennessee trained 3 school bus trainers who were each responsible for all training and vehicle inspection in one third of the state. California, Arkansas, and Washington offer annual training sessions for instructors for any school district, private school, contract, or Human Service agency, or any other group that desires to send a designated instructor. Texas, Florida, and Colorado have contracted with

TMA, the organization that developed the "Passenger Assistance Training Course," to conduct regional training sessions throughout the state. Louisiana contracted with an individual to provide training to school bus drivers carrying handicapped children in the state. The State of Michigan has an instructor who provides training for drivers in HEW Section 18 programs and also teaches a 6-hour retraining module.

3. Mandate: A third motivating force is the one used by the State of Illinois for their 16(B)2 program. Each time that a 16(B)2 application is received, the state reviews the budget to see if there is a line item in the budget for training. If not, the application is sent back to the agency with instructions to resubmit after adding a line item for training. The State of Tennessee has a slight variation on this approach for school buses. Like most states, Tennessee pays part of the transportation cost for all students that live more than 1-1/2 miles from school. If the driver of the bus providing the transportation (whether county employee or contractor) has not received the required training, the state will not pay their share of the cost. Thus, this approach can be called the "no training--no capital or operating funds" approach.

4. Prerequisites: The fourth approach denies the individual driver the right to drive unless they have had adequate training. In the State of California, for example, no one can drive a school bus unless they have had 20 hours of behind-the-wheel and 20 hours of classroom instruction. Since a special "school bus license" is required to drive, it is easy to require certificates of training to get the license. California even requires the special school bus training course for transit or intercity bus drivers (Greyhound and Trailways) before they can charter a trip of school children. The only difference is that common carrier drivers do not have to have first aid training since the union objected to it so strongly. In Arkansas, the local school district provides the class, but the state police administer a driving test as well as a test on the material covered in the course, and require that the applicant pass all tests plus obtain a a first aid certificate before they will issue a school bus license.

5. The Liability Approach: The fifth approach consists of placing a strong liability on the responsible individual if the driver is not trained. The approach that is used with common carriers is the "extended care" standard which basically makes them liable for all accidents involving passengers.[2] This approach does make the carrier more sensitive to conducting training programs, but it also makes the carrier very selective in the

---

2. For a detailed discussion of this concept see Davis, Burkhalter, Cunningham, "Human Service Transportation at the Crossroads," University of Tennessee: Transportation Center, 1981.

types of transportation services it will provide. There is a tendency to avoid transporting passengers that create increased exposure since they cannot provide for themselves.

The liability approach can also be used with individuals to make them sensitive to their responsibilities. In Arkansas, the state does not require a behind-the-wheel driving test of school bus drivers, but rather requires that the superintendent of the school district send a letter certifying that the school district knows the driver and that the driver is adequately trained and has sufficient familiarity with the vehicle to be a safe driver. Thus, in case of an accident, public attention will be directed back to the superintendant of the schools--the individual also responsible for budget allocations.

Another method is to pass a statute that requires the Superintendent of Education to insure that all school bus drivers have 40 hours of training (as done in California) so that if an accident occurs and the school system has not met the state standard, the school system will be held negligent.

6. The Insurance Approach: The sixth motivating influence is through the insurance process. Since virtually any transportation program must have insurance to operate, the lack of insurance availability or the charging of higher premiums for programs using untrained drivers can be a strong motivating influence for training. Another option is for the insurance industry to have high rates for human service programs, but to give substantial discounts if the program improves driver training. Thus, the discount in effect becomes a subsidy for training. The example of the impact of this motivator is the implementation of high school driver education programs once the insurance industry began to give discounts to young drivers who had taken the course.

7. The Professionalism or Status Approach: A large number of the states indicated that they did not feel that it was moral, professional, or ethical to simply ask volunteers to provide transportation or give agencies vehicles when they knew that they were not providing any training whatsoever for the driver. On the other hand, states that did have training programs displayed a great deal of personal pride in knowing that they had done everything they knew to do to make sure that transportation was being provided in a satisfactory manner. Thus, the simple recognition of excellent training programs can be a strong motivating force for getting better training disseminated to other programs. Uniform patches, pins, or other evidence of achievement can also substantially motivate individual drivers.

8. The Pivotal Individual Approach: Perhaps the major difference in the quality of statewide training delivery system rests in the motivation of a pivotal individual. In states where an

individual became very concerned about training, good programs exist -- both before and after the availability of public funds. New Mexico and Michigan, for example, were leaders in school bus training before World War II. Ohio, Washington, Colorado, and Texas have been interested in Human Service Passenger Assistance. Arkansas has been very concerned about pupil evacuation from school buses. When training becomes a labor of love, with the pivotal person intimately aware of the course context and individual student response, the state will have a good program. If training is priority 19 out of 20 different duties assigned to a disinterested administrator, the training program will be very marginal and something is only done when it is forced to be done.

Ideally, state training programs will be motivated by all of these factors. In essence, it is the sum of the strength of all the motivating influences that insure that the training happens.

VI. Developing the Delivery Approach

There are a number of methodological approaches that can be followed to deliver training to various target groups. These delivery options are as follows:

Dissemination Method: The dissemination method depends largely upon the travel distances, the concentration of people to be trained, and the need for the trainee to actually perform the task to learn the skill. Typically, three (3) different approaches are followed.

1) Prepare and distribute audiovisual programs and programmed texts. The audiovisual programs can be an excellent method of conveying straight information, such as the meaning of various road signs, but would be very poor for teaching CPR because the trainees would not have a chance to try it themselves, to see how it feels to do it, or to be corrected if they do it incorrectly. The effectiveness of programmed texts depends largely upon the motivation of the trainee to stay with the program until they absorb the material.

2) Develop course material and teach trainers who can then return to their respective communities and teach others. The primary advantage of this approach is that it generates local resources that can teach many local people without incurring travel, meals, and lodging for the trainees. The disadvantage occurs if local trainers are not coordinated to work with agencies other than their employers. Not only does this prevent the other agencies from using their talent, but is also reduces the number of times the instructor teaches the course, which

can severely reduce their effectiveness. It appears that a teacher needs to teach a course a minimum of 3 or 4 times immediately after certification to become proficient. Periodic teaching of the course is important to stay effective. Typically, another problem is that the trainers are people who are not teachers, based on the idea that "anyone can teach."

3) Develop a group of instructors who can conduct local or regional courses over the entire state. The advantage of this is greater control over the course content and quality of instruction. The disadvantage is the travel involved both for the instructor and the travel expense required for trainees when regional programs are held.

In general, states would prefer to have their own core of instructors to cover the state, but when they cannot afford this, they employ the "train the trainer" approach. If they have no money or have not developed a complete training program, they will purchase some audiovisual material which they make available if someone requests it.

Teaching Methods: There are basically two (2) ways of developing the needed course content.

1) Develop the desired course from a combination of existing modules. This can be done by having trainers attend a standard accident avoidance session, a standard first aid session, a standard pupil management module, and a standard passenger assistance module. Each trainer in the class may have an entirely different purpose for the training but at least they are exposed to a good module.

2) Develop a new course outline specifically oriented to the specific needs of the target group of trainees. This requires the reorientation of existing modules to slant it to the target groups' orientation.

In general, states have a tendency to use the standard module approach when money is tight and to specialize the courses when they receive a grant to allow the staff to do so.

Scheduling: Course scheduling is basically determined by the agency's ability to get all of their trainees together at one time. School bus programs can generally get all of their drivers together before the beginning of the school year. Human Service agencies generally have trouble letting more than one or two people attend at a time because they can not shut their program down for two or three days for all trainees to attend. Because of scheduling consideration, training programs are generally organized in one of the following ways:

1) A one-time program or workshop in which all employees attend --this works well where turnover is very low, but in reality schools report a 15-33% turnover rate for school bus drivers while some Human Service agencies report turnover rates of as high as 70% a year. Thus, the effect of the one-time workshop is quickly dissipated. Also, it appears that drivers need continual in-service courses because they have a tendency to forget course content and return to former habits.

2) Once-a-year programs are effective where all drivers can be brought together at one time and it is not critical that replacement drivers be trained before the next annual session.

3) Periodic training programs are effective where there are large numbers of agencies, each with one or two trainees who need to attend each period. This approach is especially effective where a metropolitan area can offer courses each month and have new trainees from various programs attend each time. The required frequency can be calculated as follows:

$$S = \frac{\sum_{i=1}^{n} (D_i \cdot TO_i)}{\text{class size}}$$

S = number of sessions needed to be taught each year

n = total number of agencies participating in the training program

D_i = total number of trained people desired by agency$_i$

TO_i = annual turnover of trainees (in percentage/100) for agency$_i$

i.e., $\frac{40\%}{100} = .4$

Class size = the ideal student-teacher ratio or classroom size for

EXAMPLE:

Ten agencies each require twenty individuals to help them provide transportation. There is a 30% annual turnover rate of individuals. Ideal class size is 15 students.

$$S = \frac{10 \text{ agencies } (20 \text{ driving vs. } \times .30 \text{ turnover})}{15 \text{ students/class}} = \frac{60}{15} = 4 \text{ sessions/year}$$

or one session every 3 months

Of course, the program may have a greater turnover in the summer than in the winter and may want to adjust the class schedule accordingly.

4) On-demand scheduling can be done in several ways. Many in-house training programs "train on-demand," meaning they initiate a training session each time a new individual needs training. A coordinated on-demand scheduling approach means that each agency notifies the local coordinator when new people are to be trained. As soon as it appears that there are enough new people to justify a class, a course is scheduled.

Control Over Course: Control over course content is a major concern of training programs, especially where there is limited control over the teacher's daily activities. Even though instructors use the same outline, slide presentations, and other supportive material, presentation may vary in style and content as each instructor emphasizes different points. If there is no control, the second or third generation of teachers would be teaching entirely different courses. This is one reason the special interest courses maintain tight control over the content of their courses. This control is usually maintained in several ways:

1) Programs usually require that all teachers attend an authorized program to become certified and then become recertified periodically. The certification consists of retaking the course to insure that their memory is refreshed on old concepts and that teachers are exposed to new concepts.

2) Programs usually require that the instructor teach at least three or four courses during some initial time period. Unless this is done, the instructors may forget much of what they were taught during the certification process.

3) Control of classroom material and audiovisual material is also frequently maintained by the program developer. By controlling the material that is disseminated, the program developer is at least insured that the students will be exposed to a standard set of audiovisual materials and workbooks.

4) Standardized tests are another method of insuring that the students are all exposed to the same material. If there is too much diversity in what is taught, it will show up in the standardized test.

5) Another procedure used by special interest groups like the National Safety Council and the American Automobile Association is to franchise the course so that only one group in each area is responsible for teaching and managing the course. In some cases, the franchise may be held by the local police department.

If the state adopts a "train-the-trainers" approach, it is usually important to develop some type of control over course content.

Class Size: Class size is very important to the effectiveness of the course. Behind-the-wheel training must generally be done on a one-to-one basis. Classroom presentations which require a practicum such as wheelchair management and leading the visually impaired or hear-see-do courses, such as predriving vehicle check courses, should generally be limited to eight trainees per instructor. If class size gets much larger, there is a tendency to lose the attention of the class while those that have done the task are waiting for the rest of the class to do it. If more than three or four individuals are performing the task at one time, it is difficult for the instructor to closely watch each group to correct them or to avoid possible accidents, if safety is a concern.

Information-only classes, if there is a minimum of interaction, may range from 30-50 individuals in size. Larger classes are possible only if there is no interaction and the students are highly motivated, professional students.

VII. Developing a Training Coordination Approach

Although the program is well-defined, including the mission, the target group, the necessary skills, the proper delivery organizations, the effective motivation, and delivery approach; unless it has proper coordination it is usually ineffective. Ironically, this is the area where most programs are the weakest. Too many states feel that they

cannot coordinate unless they totally control the entire process. Thus, the conflict of local vs. state vs. federal control can prevent effective coordination. The most effective state programs discover the concepts of coordination by information, by facilitating, by joint definition of purpose, and other noncontrol methods of coordination. Then the local vs. state vs. federal control conflict ceases to be an issue. Seven of the noncontrol approaches used by the various states are listed here.

1. Development and Dissemination of Films/Audiovisual and Programmed Texts: The development or collection of an "approved" list of films, audiovisual materials and programmed text in a central place that is well publicized so that various local agencies know where to go to get training materials is important to insure that materials are used. It also reduces the cost of having each agency collect their own materials.

2. Development and Dissemination of Course Outlines: The development, dissemination, and promotion of a state "approved" course outline for training specific groups, in essence, sets a standard for material that should be presented by local programs. This is basically what was done by the National Highway Safety Administration when they developed their standardized school bus driver training program. Once a course is defined by the state agency or other responsible body, there is a tendency for insurors and for the courts in liability cases to view these courses as being the minimum standards for a "prudent" or "reasonable" program administrator to implement. This creates a strong motivation for the local administrator to use the courses.

3. Conduct Programs to Teach Trainers the Material and Teach the Trainer How to Teach the Material: Once a state agency has selected the material which they feel should be taught and prepared course outlines of each module, the state can make it easy to teach the course if they will hold a teacher training program to train local instructors. These teacher training programs usually consist of two distinct types of training sessions:

   1) Teaching the instructors the course content, complete with demonstration techniques.

   2) Teaching the instructor how to convey the material--all too often very knowledgeable individuals do not know how to convey their ideas to others and need pointers on improving their delivery.

4. Conduct Actual Classes for the Trainees: Another method of coordinating traning efforts is to actually organize, schedule, and publicize specific training sessions that the trainees are invited to attend. Thus, the only effort required by the local programs is to send their people.

   These training programs can be conducted on either a regional or local basis. The primary considerations are the size of the area needed to get a full class and the cost of travel and per diem for the trainees.

5. Contract for an Organization to Teach the Program: Texas and Washington have contracted with an organization to provide specific training courses for local agency trainees. Texas contracted with TMA, a professional training organization which developed the PAT course, to teach workshops throughout Texas. Washington contracted with the vocational education schools throughout the state. Many other states have indicated that this is probably the way they would approach training, largely because it minimizes the staff time required for coordination and is more compatible with the grants processing orientation of Departments of Transportation and Departments of Human Resources.

6. Contract for Total Training Delivery: Several areas have contracted with organizations to determine training needs, to put together necessary training modules, to obtain instructors, coordinate with local agencies, set up classes, and supervise the entire training process. In one area, local moonlighters who are intensely interested in the subject are used for total training delivery.

7. Set Up Classes and Notify Organizations: Perhaps the least costly, but most effective method of coordination, is where the state or local area will help identify the modules needed for each group, identify potential instructors for each module, contact all relevant agencies to determine demand, make arrangements for the classes, and notify each agency when each module is offered. Thus, the role of the coordinator is primarily informational, facilitating, and traveling.

VIII. Developing an Effective Evaluation Procedure

Each program should have an evaluation component. Many agencies think of evaluation as a judgment process to determine if the program should continue to be funded. A more important role of evaluation is to determine if the mission of the program is being accomplished and to see

how the various elements in the program can be "fine tuned" to make it more effective.

There are, however, several points that should be considered in developing an evaluation approach.

1. What Do You Evaluate?: Before an evaluation procedure is prepared it is important to determine what is to be evaluated. Typical subjects of evaluation include:

   a) Instructor evaluation
      - Was the teacher's presentation enjoyable?
      - Did the teacher have a pleasing style?
      - Did the teacher convey the proper material in a manner so that it was understood?

   b) Trainee evaluation
      - Did the trainees develop the right attitudes?
      - Did the trainee learn factual material?
      - Did the trainee learn how to do the task?

   c) Course evaluation
      - Did the course cover the right material (was it relevant)?
      - Was the course correctly packaged (time, place, length of class, etc.)?
      - Was the material understood and retained (for a period of time) by the student?
      - Were the exercises and practicums effective in reinforcing the course concepts?

   d) Accomplishment of mission evaluation
      - Change in accident rates
      - Change in insurance claims
      - Change in employee or volunteer turnover
      - Change in satisfaction of Human Service program beneficiaries
      - Change in availability of volunteers
      - Change in percentage of program beneficiaries transported by existing networks or extended helping networks

   e) Delivery system evaluation
      - Number of trainers certified
      - Number of workshops held
      - Number of drivers trained
      - Percent of drivers trained
      - Percent of untrained drivers

2. When do you evaluate?: The evaluation can be performed at several times. Many programs pass out evaluation sheets to the students before the class, immediately after the class is complete, or at a later date.

TRAINING PLANNING SHEET

ORGANIZATION: _____ MISSION: _____ DATE _____

Target group		Specific Skills	Delivery Organization	Motivators	Delivery Approach	Coordinator	Evaluator
I.	A.						
	B.						
	C.						
II.	A.						
	B.						
	C.						
III.	A.						
	B.						
	C.						
IV.	A.						
	B.						
	C.						
V.	A.						
	B.						
	C.						

The purpose of these 3 different evaluation periods is to determine the following:

- precourse exposure to materials, skills, and attitudes
- level of understanding the materials, skills, and attitudes immediately after taking the course
- the level of understanding the materials and skills as well as the attitudes toward the course at a later time to see how well the material was retained

These evaluations may be of several types:

a) Factual Evaluation--This test asks the student various questions to determine how well the student learned specific information.

b) Attitude Evaluation--This evaluation instrument is usually designed to have the trainee evaluate his attitude toward the class. Typical questions not only ask about the teacher's style, but also the importance of the class to the trainee's work, whether they would suggest that co-workers attend, etc.

c) Skill Evaluation--This evaluation procedure would consist usually of observing the manner in which the trainees perform the task in which they were trained. If they quickly return to doing the task the original way instead of the method that they were taught in the class, then the training was not effective. If they perform the task as taught, then it was effective.

Summary

An effective training delivery system must be designed with a specific purpose or mission in mind. This mission then determines the target groups that must be trained and the skills that must be taught to accomplish the mission. Once the organization has done this, it has defined what it is attempting to accomplish and can explore the many possibilities of accomplishing this objective. It is just a matter of selecting the best delivery organization and providing the right motivation to make it all happen. The agency must then select a delivery approach, structure the course, and decide how to coordinate the trainers and trainees and provide evaluations to assure the mission is accomplished.

The administrator desiring to follow this approach can use the worksheet such as the sample on the next page. At the top of the page the administrator can write down the mission that they have for their training program.

If there are several missions, a separate sheet of paper should be used for each mission. Next, the administrator should write down the specific target group that must be trained to accomplish the specific mission listed on top of the page. Since there may be more than one target group, space is provided for 5 target groups on the worksheet. Once each target group is identified then the specific skills needed by each target group to accomplish the officers mission should be listed. Next, the desired delivery organization, motivators delivery approach, coordination and valuation procedure should be identified.

CHAPTER 2

SELECTED STATE TRAINING PROGRAMS

The purpose of Chapter 2 is to briefly describe driver training programs as they are currently implemented in various states. The programs are not meant to be prescriptions or model programs but only to give an example of what is currently happening. Each program will be presented from the perspective of the individual interviewed. These case examples should give readers ideas for option they can use to organize their own training programs. Contact individuals are listed in case inquiries are desired.

Contact

William F. Elliot, Deputy Director
Alabama Commission on Aging
2853 Fairlawn Drive, Executive Park
Bldg. G, Suite 63
Montgomery, AL 31130
(205) 832-6640

Mandate

There is no uniform mandate for human services driver training in the State of Alabama.

Training System

The training system in Alabama is best described as a coordinated system. Many organizations offer training, and the training is directed at a wide range of drivers. Basic driving skills, defensive driving, and rules and regulations are offered by the State Highway Patrol and some local law enforcement agencies. Local agencies provide passenger assistance, human relations, and emergency procedures training, while the Red Cross offers first aid, CPR, and other medical training. The Birmingham Regional Planning Commission also offers specific training in driver performed maintenance procedures, including preventive maintenance which is designed to greatly increase vehicle life.

Cost and Funding

The cost of training is difficult to determine because of the diffuse nature of the training system and the lack of specifically required training. However, approximately 5% of the funding is from CETA, 5% from Section 18, and 90% from the local agencies. In addition, the agencies rely heavily on "in-kind" funding - i.e., donated training classrooms, instructors who provide training at no charge, borrowed training packages in some instances. Thirty percent of this funding is used to help the agencies provide their own training. Sixty percent is used to provide instructors. Ten percent is used for audio-visual material.

Funded agency drivers, volunteers driving agency vehicles, volunteers driving their own vehicles, contract drivers, and, in some instances, individuals driving neighbors and relatives receive training under this system. Transit drivers, Section 18 drivers, and private nonprofit drivers all receive training from their organizations.

Impetus for Training

Improved service to clients, avoidance of public criticism, and the reduction of insurance costs all provide a motivation for the provision of training. The impact of training is difficult to ascertain. In the absence of a specific mandate, it is difficult for the state to see that the training is provided and that training services offered are utilized.

Problems

The lack of a state level mandate and a state "prescribed uniform curriculum" is a major problem. This is likely to greatly encourage more joint efforts between social agencies, law enforcement groups, trainers and vehicle operating groups. The brokerage concept used in transportation could then be carried over to driver training.

Federal Assistance

The federal government could provide this mandate by requiring the certification of drivers. A second approach would be to prescribe model curriculae which could be used to establish a legal mandate so programs could be implemented.

Contact

Lloyd Clark, 16(b)(2) Program Administrator
1801 W. Jefferson (426M)
Phoenix, AZ 85007
(602) 261-7691

Mandate

The Public Transit Division of the Arizona Department of Transportation requires driver training for those agencies operating vehicles serving the elderly and handicapped.

Training System

Primary driver training responsibility rests upon the local organizations and agencies. Basic driving, defensive driving, rules and regulations, maintenance, and emergency procedures may be taken on a space-availability basis through the state school bus driver training program. This training is available to any group. It is provided by the state Department of Education.

Large private companies, such as Handicar in Tuscon, Arizona, have their own training systems which are thorough, on-going and extensive.

Impact and Impetus

Improved service to all clients is cited as the primary reason for providing human service driver training.

Problems

There is no sufficient space in the school bus training programs to accommodate all of the human services drivers. The space that is available is often not always fully utilized. If the money were available, they would probably contract with a private organization to provide experts on a temporary basis to present regional seminars throughout the state.

Contact

Mike Webb
Project Manager - 16(b)2
P. O. Box 2261
Little Rock, AK 72203
(501) 569-2286

Mandate

There is no formal mandate for human services driver training in the State of Arkansas.

Training System

At present a comprehensive training program is planned for 16(b)2 drivers. The plan calls for training in all areas, including basic driving skills, defensive driving, rules and regulations, first aid, passenger assistance, human relations, maintenance, and emergency procedures.

The intent is to develop this program to be provided by the state police through their district headquarters (8-10 locations). Further planning would determine whether the training would be held at these locations or Arkansas State Highway and Transportation Department district headquarters, depending upon whether (1) the State Police had equipment already set up and (2) sufficient space is available. That would pose no difficulty due to the proximity of the two agencies' district facilities. There are presently 186 16(b)2's in operation in the state. Training for these drivers would be provided by arrangement with the appropriate district headquarters.

Recipients of Training

This training would be made available to Section 18, public and private agency drivers, and contract drivers, whether they were employees or volunteers.

Impact and Impetus

This program is expected to be comprehensive and pervasive in nature. It is hoped that the information it contains will reach all of the pertinent groups in human services transportation.

Costs and Funding

Expenses will be shared by the State Police and the 16(b)(2) program. Any costs borne by the State Police would be those normally incurred by them when they present the driver training which is a routine part of their work. Other costs probably would be charged to te allowable administrative cost of the 16(b)(2) program.

Problems

There is some lag time between the training of a new driver and the time that such an individual can be scheduled for training. Also the system is still only in the planning stages and not yet operational. Mr. Webb feels that the course would have to be offered at least every 6 months within 1 hours' driving time of each agency.

Contract

Ronald Hollis
Chief, Financial Program Analyst
P. O. Box 1499
1120 N Street
Sacramento, CA 95807
(916) 445-4229

Mandate

Currently, no mandate for human services driver training exists in the State of California.

Training System

A full range of human services driver training is seen as desirable by officials in the state department of transportation, and legislative "discretionary" funds were being used to supply training in passenger assistance, basic driving skills, defensive driving, human relations, emergency procedures, and rules and regulations. However, the state legislature regards human services driver training as a local problem and terminated the funding in 1980.

Costs and Funding

Local agencies fund driver training with "everything from federal grants to bake sales." Costs vary greatly, depending upon the agency, and the lack of a state mandate makes actual determination of average driver training costs impossible. The legislature has recently approved $400,000 for the California Highway Patrol to train "trainers" at the CHP academy. Some of these trainers have worked with the human service operators in the past, so some help can be expected in the future.

Impetus and Impact

The withdrawal of all state funding from human services driver training has left the state without a role in the system and the system without a coordinator. The state's role could be one of making resources available.

Problems

The major problem is that the legislature feels that this is a completely local problem, failing to recognize the need to pull together diverse resources in an even more cost-efficient manner. A human service agency which obtains part of its funding from bake sales is going to appreciate learning of the availability of inexpensive driver training programs that may be shared between organizations, with an attendant improvement in cost efficiency.

Federal Assistance

The role of the federal government is seen as one of providing technical assistance to the state as a coordinator of transportation training. Materials, films, and publications would be welcomed and utilized.

How Should Training be Coordinated?

State should serve as an information center or brokerage center on the availability of training programs and funds.

Contact

Thomas Talmage, Transportation Specialist
Department of Highways
4201 E. Arkansas Avenue
Denver, CO 80222
(303) 757-9506

Mandate

There is no formal mandate for human services driver training in the state of Colorado.

Training System

Currently, several individuals throughout the state have been trained in Passenger Assistance Techniques toward assisting the elderly and handicapped. These trainers work with drivers in their respective regions in training them in these techniques. The state also recommends training in defensive driving, first aid, C.P.R. The main purpose of the passenger assistance program as it is provided is to train instructors who will further disseminate the information. Currently, the state has approximately 10 trainers in the various regions of Colorado. The movement at the state level is toward a coordinating role, bringing diverse resources to bear on specific needs.

Costs and Funding

Passenger Assistance training is offered at a nominal cost to organizations to cover the cost of materials for their drivers. As the need arises the state may use Section 18 or Section 8 funding for driver training purposes in the future.

Recipients of Training

The program is available to all public and private non-profit agency drivers engaged in the transportation of the elderly and handicapped.

Impact and Impetus

The program is not as widespread as some state officials would like, but the impact of the passenger assistance is spreading rapidly. The number of trained drivers is increasing, and the level of service to all human services clients in the state has improved as a result.

How Should Training Programs be Organized?

Tom Talmage felt that the ideal training program would make maximum use of local individuals to do training with the state, assuming more of a coordinating role, bringing in specialized consultants, publishing quarterly newsletters on training, or having special training sessions at annual conferences. Part of the state's coordinator role should be to set up courses which all agencies are invited to attend.

Contact

John L. O'Connell
Pupil Transportation Administrator
Department of Motor Vehicles
60 State Street
Wethersfield, CT 06109
(203) 566-4512

Mandate

The state has a legislative mandate for all school bus driver training.

Training System

The State of Connecticut's program for safety training of school bus drivers is based upon the training and certification of instructors who are employed by the private school bus contractors within the state. Presently there are some 260 instructors who have successfully completed the State-presented five and one-half day certification program.

The State provides approximately sixty school bus safety films for use by the trainers and provides curriculum material for numerous additional safety training programs. The most significant training program developed to date addresses Emergency Preparedness Training. The program addresses actions to take in the event of a crash, mechanical failure, illness or injury to the passengers or the driver, driving during adverse weather conditions.

The State of Connecticut requires that new school bus drivers receive a minimum of seven hours of training prior to initial licensing. Thereafter, school bus drivers are required to receive a minimum of three hours of training annually. Some school bus contractors in the state provide as much as 32 hours of training to new drivers and as much as ten hours each year thereafter.

The state has an extensive proficiency evaluation system which lists 120 different driving behaviors which can be evaluated during annual proficiency evaluations. The data produced is then computerized and areas of difficulty identified for use in the development of remedial driving programs. The evaluation system also allows the inspectors to evaluate special school bus driving tasks, such as loading and unloading of school-aged children, as well as procedures for crossing railroad tracks and conduct of pre-trip vehicular inspection procedures.

Costs and Funding

The funding for implementing this program came from federal grants. State allocations are used in the continuing effort.

Contact

Leonard Conway
Specialist, School Transportation
Knott Bldg., Room 377
Tallahasee, FL 32304
(904) 488-4405

Mandate

The State of Florida does not have a mandate for school bus driver training.

Training Systems

The state provides school bus driver training to school districts upon request through a federal grant program. Cost/revenue considerations are influencing a move toward the training of instructors.

Instructors presently go through a 4-day program designed to develop their skills as teachers. One requirement of the course is that each student develop an hour of instruction on some segment of the driver training curriculum promulgated by the National Highway Safety Administration.

Costs and Funding

The instructor program is partially funded by state appropriations and Federal Funds at a cost of $100 per pupil for the course and materials. There is no cost to the districts other than the drivers' pay during attendance.

Problems

Some major concerns of state officials regarding this program are the consistency with which the training is given at the district level, the lack of instructors in many small districts (size in Florida ranges from 9 - 550 school buses), and the lack of a state mandate to assure training for all drivers. Transit drivers, drivers of parochial and private schools, and carpool and vanpool drivers are specifically included in the state's training "systems." Some insurance companies have expressed concern over the termination of the state's direct involvement in training drivers, as opposed to training instructors.

Federal Role

The federal government is seen as helping by providing funding, technical assistance, films, and training manuals. The state should continue to be involved in direct driver training, especially for the smaller school districts. A mandate would help, in the opinion of some state officials.

Contact

Tony M. Melvin, Manager
Small Urban and Rural Programs
605 Suwanee Street
Tallahassee, FL 32301
(904) 488-7665

Mandate

There is no formal state mandate for human services driver training in the State of Florida.

Training System

The individual human service agency at the local level is responsible for all areas of driver training that is given. Basic skills, defensive driving, rules and regulations, and emergency procedures training are available from the state police. Human relations and passenger assistance training are available in particular agencies, depending upon their size, requirements, and administrative preferences. The American Red Cross and other organizations offer first aid, CPR, and other medical training. The state did sponsor one passenger assistance training workshop which was well received, but there are no plans for additional ones.

Recipients of Training

The diffuse nature of the training delivery system makes it practically impossible to determine which drivers receive which form of training from which organization.

Costs and Funding

Funding for driver training comes strictly from local agency budgets.

Impetus and Impact

No efforts have been made to determine the level or effectiveness.

Problems

Florida has many small transit systems with as few as nine vehicles. These systems in particular have difficulty developing adequate in-house training systems due to cost inefficiencies and lack of funds. Even when the training is available, also, the smaller systems do not necessarily take advantage of it. Coordination of driver training by the state seems desirable, but currently no such coordination exists. Due to the fact that the agencies are left with the responsibility for training, not very much training seems to take place beyond basic driving skills.

Federal Assistance

The federal government is viewed as developing contacts, programs, and training materials, but no direct federal involvement in training delivery seems desirable.

GEORGIA

Contact

Wayne Jackson
Project Development
Bureau of Public Transportation
2 Capitol Square
Atlanta, GA 30334
(404) 656-6000

Mandate

There is no formal mandate for human services driver training in the State of Georgia.

Training System

Human services driver training is the responsibility of the organizations that operate the vehicles. The state police provide training in basic driving skills, defensive driving, and traffic rules and regulations. The various agencies and organizations offer training in the other areas, such as human relations, maintenance, and emergency procedures.

Recipients of Training

Eligibility requirements, if any, are established by local agencies.

Costs and Funding

Local agencies fund 100% of training costs through their various sources of money.

Impact and Impetus

The impact is difficult to determine because of the diffuse nature of the system. The impetus is improved service to all clients.

Problems

The state's potential as a coordinator of training is not being fully utilized. Consistency in training is the main difficulty.

Federal Assistance

The potential federal role is seen as one of providing materials and technical assistance to state coordinators.

Contact

Enid Magidson
Bureau Chief
Division of Public Transportation
300 North State Street
Chicago, IL 60610
(312) 793-2111

Mandate

There is no formal state mandate for human services driver training in the State of Illinois with the exception of persons driving school buses for school children. However, Section 6-106.3 of the Illinois Vehicle Code requires that drivers of vehicles operated solely for the transportation of senior citizens, in connection with activities of any public or private organization, must:

(1) be 21 years of age or older;
(2) possess a valid and properly classified driver's license;
(3) have had a valid driver's license for three years prior to the date of application for certification as a driver for senior transport;
(4) not have been convicted of reckless driving within three years of the date of application for certification; and
(5) have demonstrated ability to exercise reasonable care in the safe operation of a motor vehicle which will be utilized to transport the elderly in accordance with such standards as prescribed by the Secretary of State, including a driving test in such vehicle.

Training System

The individual human service agencies are responsible for all areas of driver training. Defensive driving, rules and regulations and emergency procedures are available from the state police and in urban areas, local chapters of the National Safety Council. Organizations such as the Red Cross offer first aid, CPR, and other medical training. The agencies themselves generally provide passenger assistance human relations and basic driving skills training.

Recipients of Training

Due to the diffuse nature of the delivery system, it is impossible to make a positive statement that would cover all agencies and all phases of training. Most drivers involved in Section 18 projects do receive some form of training however.

Cost of Funding

These vary greatly depending upon the agency. One coordinating device used by the office in charge of the Section 18 Program, however, is to return applications for Section 18 assistance that do not include an adequate description and/or a budget line for driver training with a request that such a description and/or funds be provided.

Impetus and Impact

The state level clearly seeks an improved level of safety, better service to clients and greater cost efficiency. Through a combination of the locals' own initiative and some technical assistance from the State all Section 18 recipients provide some form of driver training.

Problems

Since the primary emphasis in Illinois is for the state to provide information about availability and reputability of training programs specifically for human service transportation providers in the particular areas of first aid, CPR, passenger assistance, and human relations, the state is looking for a definitive course which it can encourage the locals to utilize. The state does not exercise control over the programs that develop in agencies not funded through Section 18.

Federal Assistance

There is real need for a national organization to pull all of the training programs specifically for human service transportation providers together and rate them, evaluate them, and disseminate the list to the transit providers.

Contact

Clyde Woods
Rural and Regional Planning Engineer
Kansas Department of Transportation
State Office Building
Topeka, KS 66612
(913) 296-3841

Mandate

The State of Kansas has no formal mandate for human services driver training. It is required that drivers be properly licensed, which includes an eye examination and a written test on "rules of the road." However, there is no requirement for training in passenger assistance techniques.

Training System

The State Department of Transportation provides training courses in Defensive Driving, First Aid and Cardiopulmonary Resuscitation, on request. Also, a series of brochures covering all phases of transit planning, management and operation has been prepared and given wide distribution among public and specialized transit systems. Technical Assistance workshops have been presented and will be presented in the future as time and demand dictates. The materials include some instruction on driver training, particularly in regards to maintenance and emergency procedures.

Green Thumb of Kansas is offering a new training course in "Passenger Assistance Techniques" for vehicle operators of systems transporting the elderly and handicapped. The course includes approximately ten hours of instruction- six hours of lecture, slide and discussion sessions and one four-hour outdoor practicum session involving student participation. The course is being advertised throughout the state and will be available as long as funding for Green Thumb continues.

Recipients of Training

Each individual agency is responsible for all aspects of driver training under present circumstances. This is a typically on-the-job training, except for the opportunities discussed above, which have been utilized only minimally to date.

Costs and Funding

Costs are difficult to determine since the training is generally provided by the local individual agencies. Defensive driving courses, Cardiopulmonary Resuscitation and First Aid courses are available through the Department of Transportation at no charge. Also, there is no charge for the Green Thumb course on "Passenger Assistance Techniques." Otherwise, training and funding is through the local agency.

Impact and Impetus

The primary purpose of the technical assistance materials and training for managers is to increase awareness of these individuals concerning some of the technical aspects of bus operation, maintenance, and emergency procedures.

Problems

The development of driver training courses in Kansas has been limited due to (1) the lack of a mandate to require training, (2) the fact that the small specialized systems are providing on-the-job training, (3) a number of situations where trained staff members are driving vehicles to pickup clients for handicap workshops, and (4) the available funding being used for other purposes for which the need has been greater. Probably the availability of courses in "Passenger Assistance Techniques," such as that being offered by Green Thumb, will create a greater interest and awareness of the need for human service driver training.

Federal Assistance

Funding specifically for development and implementation of driver training courses would probably create a greater interest in the subject. This would also aid in the development of a system for coordinating human service driver training.

Contact

Harry Reed
Louisiana Department of Transportation
and Development
Director of Public Transit
P. O. Box 44245, Cap Station
Baton Rouge, LA 70804
(504) 925-7743

Mandate

There is no formal state mandate for human service driver training in the State of Louisiana at present. However, officials in the state Department of Transportation are seeking such a mandate.

Training System

At present, there is a training program in the planning stages for managerial people involved in the 16(b)2 transportation systems. The plans call for a comprehensive program that incorporates all phases of driver training in such a way that 16(b)2 managers will be able to provide adequate training to drivers in their programs. Basic driving skills, defensive driving, rules and regulations, first aid, CPR, passenger assistance, human relations, maintenance, emergency procedures, and radio operations are all included in the plans.

Costs of Funding

Costs are as yet unknown, but state officials expect to draw funding from many sources in order to bring about a comprehensive system. Some anticipated sources of substantial funding include CETA, Section 18, 16(b)2, the state, mass transit, and local agencies.

Recipients of Training

State officials expect to make this program available to drivers in all categories of service to the elderly and handicapped. Not only transit, Section 18, and public agency drivers would be eligible for training, but also drivers for private nonprofit organizations, private contract firms, and individuals who transport family, friends, or neighbors.

Impetus and Impact

Improved service to clients, avoidance of public criticism, and the reduction of insurance and accident costs all provide motivation for providing this service. The impact is expected to be substantial and to provide the state with a well-coordinated human services driver training program.

Problems

The greatest problem is that the mandate has not yet been passed. Also, the coordinating role being taken by the state is not yet fully established. Identifying programs, bringing drivers and programs together, and establishing the availability of resources is difficult in any event, but even more so without a mandate.

Federal Assistance

The desired federal role in Human Service Training is one of providing material and technical assistance, but not providing actual training or establishing the needed mandate.

Contact

Russell Thatcher
16(b)(2) Program Director
Executive Office of Transportation and
Construction
1 Ashburton Place
Boston, MA 02108
(617) 727-8955

Mandate

The State of Massachusetts has mandated training for drivers of "chair cars" lift-equipped vehicles other than transit buses.

Training System

The mandated program requires first aid, CPR, passenger assistance, and "sensitivity" training. First aid and CPR training are usually provided by the Red Cross. Passenger assistance and human relations training are provided by approved training centers or agency in-house programs which pass state review. All other aspects of a training program for human services drivers are left to the discretion of the individual agencies and vehicle operators. The required program takes 26-30 hours to complete.

Recipients of Mandated Training

This training is required of Section 18, 16(b)2, and transit drivers who operate vehicles that fall under the mandate. Approximately 66 16(b)2 agencies have training under this program, as well as 48 transit and Section 18 operations.

Costs and Funding

All funding goes through the local agencies. It costs approximately $50 - $70 to provide the training to the drivers, not including driver time, which will vary from minimum wage to $10.00/hr. for transit drivers in some places.

Impetus and Impact

The major motivation for seeing that this program was instituted was safer, improved service to the clients. The mandate and the method by which the training is coordinated suggests that the role of the state is one of coordination and control.

Problems

Only limited groups of drivers receive the training. There are many human service drivers who drive their own personal cars, even though they transport a large number of Human Service clients. Also, the state does not have control over the basic driving or defensive driving courses.

Federal Assistance

Training is a reimbursable operating cost for regional transit authorities under Section 18. Section 16 (b)(2) operators must assume cost of training.

MICHIGAN

Contact

Dennis Papoi
Public Transportation Specialist
P. O. Box 3050
Lansing, MI 48909
(517) 373-7645

Mandate

The State of Michigan has a mandate in the form of a letter from the director of the Department of Transportation to all projects funded by the State DOT.

Training System

The program offered by the state DOT includes: basic driving skills, defensive driving, rules and regulations, first aid, CPR, passenger assistance, human relations, maintenance procedures, emergency procedures, radio operation, and lift bus operation. This program is given to drivers of new Section 18 and 16(b)2 systems as a part of operational start-up. The full course takes 40 hours and incorporates vehicle operations, simulates dispatcher operations, and other "hands-on" instruction. The state DOT also offers a six hour retraining course on an annual basis to existing drivers.

The State DOT has one individual who provides all of the state-offered training at this time, spending many weeks per year traveling to provide the training.

Recipients of Training

The state DOT program trains approximately 200 drivers annually in classes ranging in size from ten to twenty-five students. The students include transit drivers, Section 18 drivers, drivers of public agencies such as CAC and Headstart, and volunteers driving agency vehicles. The six-hour retraining program has been provided to drivers of the 54 dial-a-ride systems currently in operation in Michigan also.

Costs and Funding

The program described here is funded by state DOT. The cost per student is approximately $80.00, not including driver time and not fully allocating all administrative and travel costs for the instructor.

Impetus and Impact

The impact of such a program is felt to be significant when new programs start out with drivers that have received a substantial amount of training. The training enhances the importance of the job in the minds of the drivers and others, as well as improving the skills and

knowledge of the driver. It may also have some effect in reducing driver turnover, due to the improved status of the job.

The impetus to provide training comes from a desire on the part of the state to improve service to the clients and to avoid public criticism in the event of an accident.

Problems

The system for training human service drivers in Michigan relies heavily upon the single, dedicated individual upon whose knowledge and skill as an instructor the entire system depends. This becomes a problem only in the event that this individual should leave the system for some reason. Also, while forty hours of training are provided to drivers in new systems, the six hours of training provided under the retraining program may not be adequate, even though additional time is generally taken with new drivers.

MISSISSIPPI

Contact

Fred Wise
Public Transit
Mississippi Department of Energy
and Transportation
510 George Street
Jackson, MS 39202
(601) 961-4733

Mandate

The state requires a 40-hour driver training program for all Section 18 drivers.

Training System

The state requires that all Section 18 drivers possess a commercial driver's license, and that they receive the following training:

1. Defensive driver's training, through the State Department of Public Safety;
2. Have eight hours of supervised behind-the-wheel driver training in the type of vehicle used by transit system; and
3. Complete the American Red Cross "first aid to the injured" training.

Recipients of Training

This training is offered to Section 18 drivers only. The Council on Aging is responsible for 16(b) 2 drivers. All other driver training must take place strictly through the local agencies that operate the vehicles.

Costs and Funding

Any cost of the training is paid by the local Section 18 project, and reimbursed as an administrative expense by the Section 18 program.

Impact and Impetus

The major impetus for providing this training is improved service to clients of human service agencies. The program for Section 18 drivers represents the first step in the state's move toward a coordinating and consolidating role.

Problems

Bringing about a coordinated system requires knowledgeable people with a mandate and with responsibility and authority at the state level. More groups of drivers need to be trained, but steps are being taken in the right direction.

Federal Assistance

The federal role in training should consist of providing a guidebook for training, technical assistance in training, and perhaps training some instructors.

MISSOURI

Contact

C. Phil Richeson
Director, Division of Transit
Highway and Transportation Department
P. O. Box 270
Jefferson City, MO 65102
(314) 751-2523

Mandate

The State of Missouri has no formal mandate for human services driver training.

Training System

The state Department of Social Services provides passenger assistance and human relations training to Section 18 and 16(b)2 programs throughout the state. The state hopes to incorporate first aid and CPR training into the system in the near future. These current programs require 8 hours of training time. Other training is left to the local agencies that operate the vehicles. The state provides instructors for this program.

Recipients of Training

The training is provided to transit drivers, Section 18 drivers, and publicly funded agency drivers. Approximately 100 - 150 drivers are trained annually in a system which operates 215 - 220 vehicles under Section 18 and 16(b)2.

Cost and Funding

Currently, 100% of the funding for state-provided training comes through Section 18. The cost is approximately $35.00 per driver, not including driver time. Some funds are provided to local agencies which may be spent on training-related activities.

Impetus and Impact

The primary impetus to provide this training is improved service to human services clients. It has made a large group of drivers in the state aware of the feelings of the elderly and handicapped and gives them the skills to deal with their problems. Replacement drivers receive the training at the next course offering.

Problems

The current offerings do not reach a large number of people who drive human services clients, such as volunteers driving their own vehicles, contract drivers for taxi-cab companies, and individuals who transport friends, neighbors, or members of their own families.

The absence of a mandate leaves a gap in the coordination effort, one which could be filled at the state level, especially for program development and sponsorship.

Federal Assistance

The federal government could provide materials, manuals, and provide some impetus for the creation of additional training programs through the way in which it regulates interstate carriers.

Contact

Scott Elias
Administration Bureau of Public
Transportation
P. O. Box 899
Columbus, OH 43215
(614) 466-8955

Mandate

There is no formal mandate for human service driver training in the State of Ohio.

Training System

The state DOT presently has 3 staff members who are certified as trainers for passenger assistance and human relations training only. There are also four films available on basic road operations, courtesy, and rules and regulations. Plans exist to distribute these films on a much wider basis.

In general, other types of training are left up to the discretion of particular agencies that operate the vehicles.

One interesting observation was made. When the state DOT staff does part of the training, it forces the staff to better understand what is happening in the field so they become much better program administrators.

Recipients of Training

Two of seventeen Section 18 programs in the state have had their drivers go through the training. Some publicly funded agency drivers and some drivers for private, nonprofit agencies have also completed training, but not in great numbers. Other groups have not been provided with the training.

Cost and Funding

The costs for a comprehensive driver training program were estimated at $200 per student, with a $20,000 start-up cost. However, these estimates do not apply to the current system. Costs are difficult to estimate because of the diffuse nature of the system.

Impact and Impetus

The major impetus for the program is to reduce the number of accidents and consequent insurance costs and to fulfill the social obligations to the elderly and handicapped. The impact of the program is substantial among those groups to whom it is provided.

Problems

The state currently experiences an extremely high turnover rate in private, non-profit drivers and a similar rate in other programs. This increases training costs and reduces the overall level of experience and competence among drivers. The state's coordinating role should be extended through central or regional three-day programs with more time dedicated to basic driving skills and safety. It is important to have frequent courses so a program does not have to shut down to send its drivers but could release one or two drivers for each course.

Federal Assistance

The federal role is seen as one of encouragement, developing curriculae and training materials, and developing contacts with existing training programs.

Contact

Dale Steitle
Manager, Public Transportation Grants
Department of Highways and Public
Transportation
P. O. Box 5051
Austin, TX 78763
(512) 465-7466

Mandate

There is no formal mandate for human services driver training in the State of Texas.

Training System

The primary, overall training system is the responsibility of the particular agency which operates the vehicle in question. However, passenger assistance training is provided through a private consultant who trains throughout the state. Transit drivers, publicly-funded agency drivers, private nonprofit agency drivers, and contract drivers are eligible for the training. Volunteers are welcome to undergo the training as well.

Costs and Funding

UMTA funding of $50,000 plus trainer's agency matching funds of $15 per head were obtained. However, the grant ran out in 1980. No state funding currently available.

Impact and Impetus

The state was concerned about funding vehicles for agencies who hired people off the street with no training and that the agencies had no one to turn to for guidance or training. The spread of passengers assistance information has been good, with approximately one-third of the driver-trained people available in the field.

Problems

The lack of an extensive, regular, ongoing system results in many inconsistencies in training. The primary impetus for training is seen as reducing accidents and consequent insurance costs. Overall safety is the goal.

Federal Assistance

The federal role is seen as providing funds on a one-time basis to initiate a program.

How Should Program be Set Up?

The state should solicit proposals from those that want to provide training. In this way the training could be made available to those that want it. It was felt that the training would have to be taken to the people since the local agencies cannot afford the travel and per diem.

Contact

Larry Roediger or Gordon Kirkemo
16 (B) 2 Program
Department of Transportation
Highway Administration Bldg.
Olympia, WA 98504
(206) 754-1229

Mandate

The State of Washington has an administrative mandate requiring specific kinds of human services driver training for 16(B)2 programs.

Training System

Basic driving skills, defensive driving, and first aid are required for the 16(b)2 programs. CPR is recommended. The state also trains instructors who provide passenger assistance training. The state is now becoming concerned about training for preventive maintenance procedures due to the premature wearing out of a number of vehicles.

The training is provided on a local basis. An effort was made to supply passenger assistance training through local community and junior colleges. It was hoped that the community colleges would give continuing education credit for the courses, but the course did not become part of the mainstream interest of the colleges.

Costs and Funding

The diffuse nature of the actual training makes costs difficult to establish for the entire system. The state used part of their administrative funds from Section 18 to hire a contractor to train people as trainers for the passenger assistance program. The hope was that the community colleges would provide the training for $20 per credit hour as they do other continuing education courses. First aid, CPR and defensive driving training are provided by such groups as the Red Cross, the State Patrol and local school districts. Drivers taking this training did so at their own expense, or were supported by their employers.

Recipients of Training

Drivers in all categories are eligible for training, including transit drivers, Section 18 drivers, public and private agency drivers, volunteers using agency or personal vehicles, and individuals acting on their own to provide service to family, friends and neighbors.

Impact and Impetus

The impetus to provide the service is based on the increased safety and security of the passengers, increased vehicle life, and overall improved service to the client.

Problems

Not all of the system has been thoroughly established. More time is needed in order to allow the spread of the information to a wider circle of transportation providers.

Federal Assistance

The federal role is seen as providing funding for the development of training programs that can be provided on a regional level.

Observations

The state let the various colleges select the individual that they desired to become an instructor. In retrospect, the state feels that it should have exercised more control and made sure that the individuals selected should have been limited to those that were involved directly with the subject or at least who had a strong personal interest in assisting the handicapped. Without this, the colleges were not always motivated to follow up on promoting the courses. Now the state is in the position of having to encourage local people to request the courses.

*U.S. GOVERNMENT PRINTING OFFICE : 1984 0-421-428/218

NOTICE

This document is disseminated under the sponsorship of the Department of Transportation in the interest of information exchange. The United States Government assumes no liability for its contents or use thereof.

This document is being distributed through the U.S. Department of Transportation's Technology Sharing Program.

DOT-I-83-18

DOT-I-83-18

TECHNOLOGY SHARING

A Program of the U.S. Department of Transportation